



# Woodlands Park School Improvement Plan (SIP) 2019-2020

## Executive Summary – Rationale

- In 2015, OFSTED graded the school as being outstanding in all areas.
- Since its highly successful OFSTED inspection in 2015 the school has been through many changes, most significantly to its leadership.
- The school has been part of Westcountry Schools Trust (WeST) since September 2016.
- Year 6 outcomes have been high over the last 3 years, especially in writing.
- Year 2 attainment in 2018 and 2019 was below the school's target. In 2019, KS1 attainment was below the national average in maths.
- In 2018, the school made significant changes to teaching and learning in maths which has started to impact on outcomes; especially in Year 6 and Reception.
- The school has reviewed its curriculum during the summer term in 2019, further work is planned for the 19/20 academic year.

## Executive Summary – Target Position

- Outcomes across KS1 increase to above the national average in all subject areas, including phonics. KS1 children make good progress from foundation outcomes.
- Maths progress in Year 6 is positive. The percentage of children making expected and rapid progress in maths increases across the school, especially for girls.
- All leaders across the school embed their 'Big Pictures' of the curriculum and develop their subject's profile and skills progression.
- The consistency of teaching and learning in reading has developed, including fostering a love of reading amongst pupils. To increase progress in reading.
- Professional development for the new leadership team enables them to impact on standards in their specialist areas and be part of a strategic senior leadership team.

## Contents

**Section 1:** Leadership and Management

**Section 2:** Teaching and Learning

**Section 3:** Maths

**Section 4:** Literacy

**Section 5:** Behaviour and Attitudes

**Section 6:** Personal Development

**Section 7:** Early Years

## Prioritising Objectives

**Bold and Underlined Objectives** – High Priority – achievement and impact evaluated through internal and /or external monitoring and the governing body / MAT

Objectives in standard font – Medium Priority – achievement and impact evaluated by the senior leadership team and may involve the governing body / MAT

## **Section 1 – Leadership and Management**

### **Current Position / Rationale:**

- During the last 3 years, the school has been through many changes in terms of senior leadership.
- Over the last 12 months, monitoring systems and structures have been overhauled to ensure that leaders improve standards of teaching and learning through a coordinated approach.
- During the 2018-19 academic year, the school has appointed a new chair and vice chair from its governing body and in addition, has recruited 5 new governors from the school and wider community.
- The head teacher completed his NPQH training at the start of 2019. During the summer term, Karen Hunter completed her maths PD lead course and led the school through her first safeguarding audit. Mike Tuckwell started the NPQSL course during the summer of 2019.
- Safeguarding procedures and processes described as 'exemplary' in 2018 and strengthened further in 2019.
- Teaching and learning policy updated by all staff in 2018-19, policy used to support all monitoring.
- Collaborative work across the MAT improves teaching, learning and provision in all school.

### **Target Position:**

- To further embed the school values through the visual presence of values around the school and the use of school values in oral feedback.
- To develop subject knowledge and skills of the leadership team through the completion of NPQSL (MT) and NASEN award (LW).
- To develop teaching and learning in all classrooms and reduce inconsistencies in teaching and learning.
- To develop an annual calendar of governor visits to increase strategic impact of governors in relation to school improvement priorities.
- Implement I-Track during the autumn term to enhance the tracking of all pupils and vulnerable groups.
- Develop understanding of working memory and cognitive load to ensure that lesson sequences are well structured.
- Provide effective support for newly qualified and NQT+1 teachers.
- Further review the Woodlands curriculum to ensure that all topics have clear purpose and key performance indicators. Subject leaders develop skills progression and have the opportunity to promote their subject and develop their leadership through leading CPD and whole school events.
- Introduce formal supervision for the DSL and build supervision structures for all into annual cycle for safeguarding.
- Implement BlueSky to further develop monitoring cycles and the appraisal process.
- To increase opportunities for summative assessment against key performance indicators for the foundation subjects through integrated topics.
- Evaluate impact of proposed changes to timetabling across the school.

Target / Ref / (MAT SIP Link)	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b><u>L&amp;M1 - All leaders across the school embed their 'Big Picture' of the curriculum</u></b>	SB / KH	All	Shared – Aut 1	Staff meeting time	Clear vision for all subjects and topics.		
<b><u>L&amp;M2 - All leaders develop their subject's profile and skills progression</u></b>	SB	All	Throughout year	Staff meeting time	Pitch, match, progression and assessment opportunities clear.		
<b><u>L&amp;M3</u></b> - Further embed school values – language as part of behaviour review	KH	All	Autumn term	Staff Meeting/ Leadership time	Increased consistency of expectations and systems across the school.		
<b><u>L&amp;M4</u></b> - Implement BlueSky to further develop leadership structures	SB/CP	SLT, All	Autumn term	Through MAT central recharge	BlueSky used by all staff to support CPD and the appraisal cycle.		
<b><u>L&amp;M5</u></b> - Further embed school values – displays / posters and website	SB		Autumn term	£500	Increased profile of school values around the school and on the website.		
<b><u>L&amp;M6</u></b> – Complete leadership training – NPQSL and NASEN	MT / LW		Throughout year	None	Increased skills and knowledge to lead across the school.		
<b><u>L&amp;M7 - Effective monitoring of teaching and learning to reduce inconsistencies and ensure that teaching across the school is improving and is good or better</u></b>	MT / KH / SB	AG / LW / JH	Aut 1 – Book scrutiny and reading lesson observation. Aut 2 – Book scrutiny and follow up lesson observations. Throughout year.	Leadership	Teaching and learning is consistently good or better across the school. All teachers are improving through relevant target setting.		

Target / Ref / (MAT SIP Link)	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b>L&amp;M8</b> - To develop governor visit annual cycle	SB / RW	SLT / Governors	Autumn 1		School improvement cycle supported through strategic governor visits.		
<b>L&amp;M9</b> – To Implement I-Track to support pupil tracking	SB / KH	SLT / All teachers	Aut 2	£????	Effective transition from SPTO to I-Track.		
<b>L&amp;M10</b> - To provide effective support for NQTs and NQT+1 teachers	SB – NQT KH – NQT+1	All teachers	Throughout year	£????	Accelerated progress of new teachers’ skills and knowledge through targeted support.		
<b>L&amp;M11</b> - Evaluate timetable reviews	SB / KH / MT	Leadership team	Aut 1	Leadership time	Curriculum.		
<b>L&amp;M12</b> - Develop assessment systems for foundation subjects	SB	All teachers	Spr 2	Staff meeting time	Meaningful and manageable assessment opportunities through key performance indicators.		
<b>L&amp;M13</b> - Implement supervision for DSL from a senior leader outside of Woodlands Park	KH	-	Aut 1, then on-going	Leadership time	DSL to have a named senior leader within WeST to review cases on a regular basis.		
<b>L&amp;M14</b> - Implement supervision of safeguarding for all members of staff.	KH	SB/LW all staff	Spring term	Leadership time	All staff to have the opportunity to discuss best practice with one of the DSL’s within school.		
<b>L&amp;M15</b> - Research working memory and cognitive load theory	JF	All staff	Spring term	£150 (CPD)	Developed knowledge.		
<b>L&amp;M16</b> - Develop understanding of working memory for all staff through effective CPD	JF	All staff	Summer term	£150 (CPD)	Knowledge shared and used to construct curriculum.		

## Section 2 – Quality of Education

### Current Position / Rationale:

- There has been a significant improvement in the teaching and learning of maths. The maths lead has trained to become a Professional Development Lead through the NCETM, and led significant professional development for all staff within the school and the MAT. All lessons are now planned and delivered using mastery principles. Staff are using Maths No Problem as a basis for their planning and adapting this for the needs of their children. This has reduced the inconsistencies within and across teams.
- The quality of the text books and teaching guidance from MNP is high which has had a positive impact on teacher's workload, giving them the time to discuss pedagogy.
- Marking and Feedback procedures were updated in 2019 follow a teacher led review. As a result, shallow marking expectations remain high however next step marking has been significantly reduced ensuring that written comments are meaningful, manageable and motivating.
- The review of the curriculum during the summer term in 2019 re-established the purpose of the Woodlands Curriculum and embedded the school's 10 key principles for effective teaching and learning into all lessons. The curriculum review has led to the review of timetabling across the school to give teachers increased opportunity to provide a broad and balanced curriculum. School leaders have developed the 'Big Picture' of the Woodlands curriculum and used these principles to produce a 'Big Picture' of their subjects and topics.

### Target Position:

- To increase the proportion of children making rapid progress across the school, especially closing the gap from working towards to age related expectations.
- To increase the proportion of children making expected progress.
- Learning outside the classroom opportunities have increased through school curriculum and local trips.
- Quality of verbal feedback is further developed across the school and impacts on academic progress and personal development.
- A new summative assessment program is embedded (I-Track). System is used effectively to support pupil progress.
- Curriculum review is developed further through topic evaluations and the development of the computing, PSHE and RE curriculum.
- Developed approaches to further support oracy / vocabulary across the curriculum.
- Increased understanding of working memory and cognitive load to enable teacher to effectively structuring learning sequences across the curriculum.

Action	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<u>QE1 - Increase proportion of children making rapid progress</u>	SB / KH	SLT, All teachers and support staff	Aut 1 – Targets and provision maps. All year.	Effective staffing deployment and leadership time.	Increased proportion of pupils, especially vulnerable groups making rapid progress.		

Action	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b><u>QE2 - Increase proportion of children making expected progress</u></b>	SB / KH	SLT, All teachers and support staff	Aut 1 – Targets and provision maps. All year.	Effective staffing deployment and leadership time.	Increased proportion of pupils, especially vulnerable groups making rapid progress.		
<b><u>QE3 - Increase learning outside the classroom opportunities (onsite)</u></b>	EP	KH SLT, All teachers, SS	Spring term	£2700 (PE grant)	Schemes of work for outdoor learning effectively taught across the school.		
<b><u>QE4 - Increase learning outside the classroom opportunities (off-site)</u></b>	SB	All teachers	Autumn 1 and on-going	Persimmon grant application.	Local trips and visits increased in all teaching teams.		
<b><u>QE5 - To develop approaches for effective verbal feedback</u></b>	SB	SLT	Spring 1	Staff meeting time	Developed subject knowledge.		
<b><u>QE6 - To introduce I-Track</u></b>	SB/KH	All staff	Autumn 2 Training 18/11		All teachers are using I-Track effectively to monitor the progress of classes and vulnerable groups.		
<b><u>QE7 - Increase standards of teaching and learning in computing across the school</u></b>	JH	All teachers and TAs	Aut 1 – Aut 2 – Spr 1 - Spr 2 -	Staff Meeting time	Teaching across the school consistently good in target areas of curriculum. Specialist teaching impacting on outcomes.		
<b><u>QE8 - Implement the new RE syllabus</u></b>	BW	All teachers	Aut 2 – 28/10	Staff meeting time	New syllabus being taught effectively across the school.		
<b><u>QE9 - Develop approaches to further develop oracy / vocabulary</u></b>	MT	All teachers and TAs	Aut 1 – Training Spr 1 – Whole school training	MAT INSET day	Subject knowledge and practise developed and linked to 2018 vocabulary project.		
<b><u>QE10 - Develop PSHE curriculum through the introduction of Jigsaw</u></b>	BW	All teachers	Autumn 2	Staff Meeting time	Quality First Teaching developed in PSHE and impacting on behaviours and attitudes.		

Action	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b>QE11</b> - Develop understanding of working memory and cognitive load.	JF	All teachers	Spr 1	Leadership time £300	Developed knowledge.		
<b>QE12</b> - Evaluate structure of learning sequences applying understanding of working memory and cognitive load.	SLT	All teachers	Spr 1	Leadership time £300	Knowledge shared and used to construct curriculum.		
<b>QE13</b> - <u>To evaluate topics throughout the year ensuring they align with 'Big Pictures' and 2019 principles</u>	Team leaders	All teachers	Termly	Staff Meeting time	Topics have core principles and key performance indicators to maximise learning, engagement and assessment opportunities.		

## Section 3 – Quality of Education - Maths

### Current Position / Rationale:

- There has been a significant improvement in the teaching and learning of maths. In 2019, the maths lead completed the Professional Development Lead course through NCETM and led significant professional development for all staff within the school. All lessons are now planned and delivered using mastery principles. Staff are using Maths No Problem as a basis for their planning and adapting this for the needs of their children. This has reduced the inconsistencies within and across teams.
- The quality of the text books and teaching guidance from MNP is high which has had a positive impact on teacher's workload, giving them the time to discuss pedagogy.
- Attainment at the end of KS2 in 2018 was slightly above national. In 2019 attainment at the end of KS2 continued to be higher than national with the percentage of children at greater depth increasing significantly. Progress at the end of year 6 has also improved to be broadly in line with national.
- Attainment in KS1 was slightly below national in 2018 and further reduced in 2019. This is a key area for develop in 2019-20.

### Target Position:

- Adapt and further embed Maths No Problem, including mastery principles in the foundation stage.
- KS1 attainment and progress increased to above the national average.
- Rapid progress of pivotal pupils within the Year 3 cohort to close or narrow the gap to ARE and target greater depth.
- Achieve a positive maths progress measure (Year 6 outcomes).
- Percentage of children making rapid progress in maths increased.
- Narrow maths gender gaps in KS2 in 2019/20.

Target	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b><u>M1 - Adapt and further embed Maths No Problem,</u></b>	KH	All staff and governors	Autumn 1	Staff Meeting time	Teaching and learning of mastery principles further embedded so that staff adapt planning to meet the needs of children in their class.		
<b><u>M2 - Further develop mastery principles in the foundation stage.</u></b>	KH	JS, LW	Spring 1	FS PPA time	Mastery practise in the foundation stage.		



Action	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b><u>M3 - Increase attainment and progress at KS1</u></b>	KH/SB/JH/ED	EP/MS/ Governors	Autumn 1 – Quality first teaching, timetabling, journaling, On-going – book scrutiny, lesson observation, pupil progress meetings.	Leadership time, KS1 PPA	Percentage of children at ARE and GD increased in KS1. Progress from EYFs increased.		
<b><u>M4- Rapid progress of pivotal pupil within the Year 3 cohort to close or narrow the gap to ARE and target greater depth</u></b>	KH	LP/AP/AG	Autumn 1 – Quality first teaching, timetabling, journaling, On-going – book scrutiny, lesson observation, pupil progress meetings.	Leadership time, Year 3/4 PPA	Percentage of children at ARE in Year 3 increased and other pivotal pupil narrowed gap to ARE.		
<b><u>M5 – Achieve a positive maths progress measure (Year 6 outcomes)</u></b>	KH/SB/MT	BW/JF	Autumn 1 – Quality first teaching, timetabling, journaling, On-going – book scrutiny, lesson observation, pupil progress meetings.	Leadership time, Year 5/6 PPA	Positive maths progress measure.		
<b><u>M6 - Percentage of children making rapid progress in maths increased.</u></b>	KH	All staff and governors	On-going	Leadership time	Percentage of children making rapid progress in maths increased.		

Action	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b>M7</b> - To narrow maths gender gaps in KS2 in 2019/20	KH	All staff and governors	Aut 1 – Learning walk and pupil conferencing Spr 1 – Maths lesson observations.	Leadership time	Gender gap in maths in KS2 is narrowed.		
<b>M8</b> - Develop the use of maths journals to support reasoning and oracy/ vocabulary	KH	All staff	KS1 – September KS1 – Book scrutiny Follow up – Spr 1	Leadership time	Maths journals reflect children’s understanding and reasoning skills.		
<b>M9</b> - Develop fluency in line with understanding of working memory	KH / JF	All staff	Summer term	Leadership time	Children are able to fluently select the most appropriate method or resource to support their learning.		
<b>M10</b> - Introduce Times Table Rockstars + home learning	KH	All staff	Autumn 2	Leadership time	Percentage of year 4 passing the times table test is above national average.		

## Section 4 – Quality of Education - Literacy

### Current Position / Rationale:

- Vocabulary project has impacted on teaching and learning.
- In 2018, attainment in literacy was outstanding. In 2019 Year 6 attainment was again well above national in reading and writing.
- Progress in writing is predicted to be significantly above the national average in 2019 however reading progress dipped to slightly below the national average.
- Outcomes in KS1 were slightly below national in reading and in line with national in writing in 2018. In 2019, outcomes in KS1 remained in line with national in reading and writing. Due to their higher baseline at the end of the foundation stage, the progress for these children requires improvement.
- Review of phonics provision in the summer term resulted in a policy update and alignments through team meetings, these changes need to embed in the 19/20 academic year.

### Target Position:

- Increase in KS1 attainment and progress.
- Increase percentage of children making rapid progress to greater depth.
- Review approaches for guided reading, including timetabling.
- Embed developments in phonics that resulted from the phonics review in summer 2019.
- Target rapid progress within the Year 3 cohort to close or narrow the gap to ARE and target greater depth.
- Increase progress and attainment for vulnerable groups across the school, especially pupil premium children, Year 4 pupils in writing, Year 5 pupils in reading.
- Narrow gender gap in Year 2 and 4 in writing.
- New school library further develops the profile of reading across the school and contributes towards improved outcomes.
- Implement approaches to further develop oracy / vocabulary as a result of MAT professional development.
- Teachers are effectively structuring learning sequences across the curriculum – application of working memory theory, cognitive load.
- Support structures for low attaining readers in Year 3 lead to accelerated progress.
- Increase in the proportion of children making rapid progress across the school, especially closing the gap from working towards to age related expectations.

Target	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b>L1</b> - Increase KS1 literacy attainment and progress	JH, ED, MT	KS1 team, SB, KH	On going	Leadership time	KS1 literacy outcomes well above national and pupils made at least good progress across KS1.		

Action	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b><u>L2 - Develop school library and continue to promote reading through a range of approaches</u></b>	SB, JF, AG	SS	Autumn term	£21,000	Profile of reading further developed across the school.		
<b><u>L3 - Embed phonics developments introduced during 2019 review</u></b>	JH	SLT	Autumn term and on-going	Staff meeting time	Developed and consistent Quality First Teaching impacting positively on outcomes.		
<b><u>L4 - Increase progress of Year 4 children in writing</u></b>	MT / KH	Year 3/4 team, SB	On-going	Leadership time	Rapid progress percentage higher in Year 4 than other year groups in writing.		
<b><u>L5 - Increase progress of Year 5 children in reading</u></b>	MT	SLT	On-going	Leadership time	Rapid progress percentage higher in Year 5 than other year groups in reading.		
<b><u>L6 - Develop approaches and pedagogy for guided reading</u></b>	MT / AG	All staff	Sep INSET Aut 1 - Monitoring	Leadership time	Developed and consistent Quality First Teaching across impacting positively on outcomes.		
<b><u>L7 - Increase the progress of pupil premium children across the school in literacy</u></b>	MT / SB	All staff	On-going	Leadership time	Pupil premium progress data higher than their peers.		
<b><u>L8 - To further develop oracy / vocabulary approaches</u></b>	MT	All staff	Oct NPD Spr 1	Leadership time	Subject knowledge and practise further developed and connected to 2018 vocabulary project.		
<b><u>L9 - Reading planning and writing teaching sequences reviewed in line with understanding of working memory</u></b>	MT	All staff	Summer term	Leadership time	Knowledge developed and used to construct curriculum.		

Action	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b>L10</b> - Develop provision to support low attaining readers entering KS2 (including phonics)	AG / KH	Year 3/4 team	Autumn 1 and on-going	Leadership time	Pivotal readers making rapid progress and have developed reading habits.		
<b>L11</b> - Review provision for boys in KS1 and Year 3/4 to impact on gender gap in Year 2 and 4	MT	KS1 and Year 3/4 teachers, KH	Aut 1 – Pupil panel Aut 2 – Planning scrutiny Spr 1 – Lesson observation	Leadership time	Teaching approaches, sequences and key texts impact on progress of boys; especially in Years 2 and 4.		

## Section 5 – Behaviour and Attitudes

### Current Position / Rationale:

- OFSTED Judgement (2015) – Outstanding.
- SEF Judgement – Summer 2018 – Outstanding.
- Safeguarding audit - Summer 2018 – Safeguarding procedures are impeccable.
- In all lessons children demonstrated a strong desire to learn and a passion to succeed. They were confident to talk about their learning and the majority of children felt well supported to build on prior knowledge (QAR 2019).
- Children’s conduct is exceptionally good in school and they demonstrate positive learning behaviours both in class and around the school (QAR 2019).
- SMSC and British Values are woven through the curriculum and whole school assemblies so that the children have a range of opportunities to develop into positive citizens of the world.

### Target Position (Summer 2019):

- Develop children’s ability to make links between behaviours, school values and British Values.
- Review behaviour systems across the school.
- Increase self-motivation for all learners; especially PP and other vulnerable groups.
- Develop the culture of maths classroom – explicit focus, display, feedback, class rewards.

Target	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b>B1</b> - Develop children’s ability to make links between behaviours, school values and British Values	KH	All staff	On-going	Leadership time	School values further embedded and linked to British Values.		
<b>B2 - Review behaviour systems across the school</b>	KH	SLT, All staff and governors	Babcock training – Autumn 2 CPD – Spring 1 Review – Spring 2	Leadership time, £300 for course	Increased subject knowledge.		

Action	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b>B3</b> - Increase self-motivation for all learners; especially PP and other vulnerable groups	SB	All staff	Autumn 1	September INSET	Value further embedded and profile raised.		
<b>B4</b> - Develop the culture of maths classroom – explicit focus, display, feedback, class rewards	SB/KH	All staff	Autumn 1 and on-going	September INSET	Profile of classroom culture in maths increased.		

## Section 6 – Personal Development

### Current Position / Rationale:

- OFSTED Judgement (2015) – Outstanding.
- SEF Judgement – Summer 2018 – Outstanding.
- Safeguarding audit - Summer 2018 – Safeguarding procedures are impeccable.
- The PSHE curriculum is embedded across the school and will be developed further in 2019-20 with the support of the Jigsaw PSHE curriculum.
- Principles to develop learning behaviours are embedded across the school, especially in foundation and KS1 where learning characters are used to make metacognition explicit to the pupils.

### Target Position (Summer 2019):

- Increase the profile of health and fitness, including mental health and well-being through the school’s curriculum, extra-curricular opportunities and active travel.
- Further develop daily physical activity in school.
- Further develop building learning power approaches, especially in KS2.
- Develop PSHE curriculum through the introduction of Jigsaw, including review and development of relationships curriculum.
- Develop approaches to support personal development through Boxhall principles.

Target	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b>PD1</b> - Increase the profile of health and fitness, including mental health and well-being through the school’s curriculum	BW / DF / SB	AH	Spring term	Leadership time	Increased profile in developing curriculum.		
<b>PD2</b> - Increase the profile of health and fitness, including mental health and well-being through extra-curricular opportunities	DF /SB	AH	On-going	Leadership time	Increased profile in extra-curricular opportunities.		



Target	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b>PD3</b> - Increase the profile of health and fitness, including mental health and well-being through active travel	DF /SB	Sustrans	Projects throughout the year.	PE Grant	Increased proportion of children attending school using an active form of travel.		
<b>PD4</b> - Further develop daily physical activity in school	DF / BW	All staff	On-going	Lesson time	Whole school daily physical activities lift profile and active minutes in school.		
<b>PD5 - Further develop building learning power approaches, especially in KS2</b>	SB / BW	All staff	Aut 1 – recap approaches. Aut 2 – Research Spring 1 – Develop language for KS2.	Leadership time	Clarity of language and approaches across the school; especially in KS1.		
<b>PD6 - Develop PSHE curriculum through the introduction of Jigsaw, including review and development of relationships curriculum</b>	BW	All staff	Aut 2	Staff meeting time	PSHE teaching and learning further developed.		
<b>PD7 - Develop approaches to support personal development through Boxhall principles</b>	LW / MR / JP / KH	All staff	Training - Autumn 2. Possible introduction – spring term.	Training – 3 x £50	Emotional support team have subject knowledge and systems to support pupils. Key principles shared with all staff.		

## **Section 7 – Early Years**

### **Current Position / Rationale:**

- OFSTED Judgement 2015 - Outstanding.
- SEF Judgement – Summer 2019 – Outstanding.
- Teaching and Learning in the Early Years is a strength of the school (QAR 2019).
- From their starting points, children make good or rapid progress resulting in standards that are consistently above national in all areas. This has been sustained over a period of time.
- Effective leadership of the foundation stage has led to a seamless transition from our range of nursery settings enabling them to settle into school quickly and with ease.
- Parents attend a variety of open mornings where they have the opportunity to share their child’s learning and are guided in strategies that enable them to support their children as they enter this stage of their education.
- A mastery approach to the teaching of maths in the Foundation stage has developed through a Maths Hub project in 2018-19. Staff have had the opportunity to work with colleagues and visit other outstanding settings. This has been shared with staff across the school so that there is a shared understanding of how mastery is being developed. This has had a positive impact on quality first teaching and continuous provision of maths within the Foundation Stage.

### **Target Position:**

- Developing the maths opportunities in the children's continuous provision time, allowing the children to access their learning skills in different contexts and practise and develop their skills independently.
- Develop the consistency of opportunities in the outside area using staff meeting time to research and develop, challenge of activities outside.
- Children have frequent opportunities to write for different purposes during continuous provision time.
- Implement Tapestry to develop learning journals and parental engagement.
- Foundation team move to a purpose built foundation unit during 2019-20 academic year.

Target	Lead Person	Persons Involved (Including Governors)	Timescales	Resources / Costs	Target Position	Progress / Impact	RAG Rating
<b>EY1</b> - Developing the maths opportunities in the children's continuous provision time, allowing the children to access their learning skills in different contexts and practise and develop their skills independently.	LW/KH/SB	JS	Develop – Autumn Embed - Spring	Staff meeting time / PPA	Increased provision for children to continue their maths learning in a variety of contexts to independently develop their skills.		
<b>EY2</b> - Develop the consistency of opportunities in the outside area – staff meeting time to research and develop, challenge of activities outside.	LW	JS	Develop – Autumn Embed - Spring	Staff Meeting Time / PPA	Consistency of opportunities with continuous provision and wider range of learning outside the classroom opportunities for learners.		
<b>EY3</b> - Writing for different purposes during continuous provision time, allowing them to explore a wider range of writing opportunities.	LW/MT	JS	Develop – Autumn Embed - Spring	Staff Meeting Time / PPA	Increased provision for children to continue their writing in a variety of contexts to independently develop their skills.		
<b>EY4 - Implement Tapestry to develop learning journals and parental engagement.</b>	LW/KH	JS	Develop – Autumn Embed - Spring	Leadership time	Tapestry is used to assess and report to parents.		
<b>EY5 - To liaise with the MAT, architects and council to design and install new foundation unit.</b>	SB	SLT / JS	Develop – Autumn Embed - Spring	Leadership time	New Building!		